

H.Q. Mitchell

# Traveller

elementary



portfolio

  
mmpublications

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**My photo**

Name \_\_\_\_\_

Age \_\_\_\_\_

First language \_\_\_\_\_

School \_\_\_\_\_

Class \_\_\_\_\_

Dear Student,

This language portfolio is designed to help you understand more about how you learn English.

The portfolio can help you show what you already know and what you can do in English. With the portfolio, you'll have the chance to see where your strengths and weaknesses lie and keep track of your progress. It'll also help you keep a record of the work you've done in school and the ways you come into contact with the English-speaking world.

You can show the portfolio to your new teachers when you change class or school.

**The portfolio has three parts:**

**1. My language passport**

This part will give others a general picture of your knowledge of English. You'll be asked to think about how many years you've been learning English, whether at school or elsewhere, and in which situations you use it. You can also keep a record of language certificates and diplomas here.

**2. My language biography**

In this part you can record your English learning. It will help you realise what you already know and what you've already learnt. It will also help you set goals for the future and discover the ways in which you can learn best.

**3. My dossier**

This is the part where you can put some examples of work you've done in English. These could be pictures, written work, projects, audio or video recordings, homework. You'll also find some ideas that can be used in this section.

### Summary of language learning and intercultural experiences

#### Read and answer.

How long have you been learning English?

I've been learning English for

#### Read and tick (✓).

Where have you been learning English?

- at school ☐
- at a language school ☐
- at home ☐
- at work ☐
- in an English-speaking country ☐

Where do you use English?

- at home ☐
- at school ☐
- at work ☐
- with my friends ☐
- with my family ☐

#### Tick (✓) the statements which are true for you.

I often meet people who speak English.

☐

I watch TV programmes or films in English.

☐

I read magazines or books in English.

☐

I have a penfriend or e-pal from an English-speaking country.

☐

I use English to chat with people online.

☐

I have visited an English-speaking country.

☐

I have lived in an English-speaking country.

☐

### Certificates and diplomas

Here you can record any certificates or diplomas you've acquired in English. These could include progress report cards, an attestation of participation in an exchange programme or of a language-learning stay in an English-speaking country, for instance.

Title	Level	Awarded by	Date

## What I have done

The schools/colleges/universities I've graduated from and the one I now attend.

School/College/ University name	When?	City	Country

The English courses I have attended and the courses I now attend.

Institution	When?	City	Country

English-speaking countries where I have lived or which I've visited.

Country	When?	For how long?

## What I have done

Contacts I've had with speakers of English.

When? Where? With whom?	Comments

Ways I come into contact with English-language media.

	often	sometimes	never
Comics			
Songs			
Films			
TV programmes			
Internet			
Magazines			
Computer games			
Books			
...			

## How I learn

Try to think of the ways in which you learn English. What helps you? This part of the portfolio can help you realise how you learn best and give you some ideas which you might want to try in the future. Check (✓) what is true for you and complete with your ideas.

	How I improve my ...	I already do this		I could try this	
		Yes	No	Yes	No
speaking abilities	I listen to English texts and repeat.				
	I record myself speaking in English and compare with the CD.				
	I learn and recite English poems.				
	I sing songs in English.				
	I often listen to the radio or watch TV programmes in English, and try to imitate voice and rhythm.				
	I make an effort to speak in English whenever I have the opportunity.				
	...				
vocabulary	I write down new words in a notebook with an example next to them.				
	I look new words up in a dictionary.				
	I ask my teacher to explain new words.				
	I group together words which are related.				
	I regularly revise words I've learnt.				
	I try to use words I've recently learnt when I speak or write.				
	...				
listening abilities	I ask myself whether I need to understand every single detail of what I'm listening to or if it is enough to get the general idea.				
	I watch English speaking programmes.				
	I listen to songs and try to understand the lyrics.				
	...				



# My language biography

**Traveller**  
elementary

## How I learn

How I improve my ...		I already do this		I could try this	
		Yes	No	Yes	No
reading abilities	I ask myself whether I need to understand every single detail of what I'm reading or if it is enough to get the general idea.				
	I look important words up in a dictionary.				
	I write down words and expressions I'd like to learn.				
	I read magazines and newspapers in English.				
	...				
writing abilities	When I write, I try to think in English and avoid translating.				
	I make sure that I know the meaning and the spelling of all the words I've used.				
	I try to avoid repeating the same words and phrases when I write.				
	I make sure that there are paragraphs to facilitate the reading of the text and that these are well connected.				
	After I've written something, I read it once again to see if I've made any mistakes.				
grammar	...				
	I learn or look for grammar rules and explanations.				
	I find my own examples to illustrate a rule.				
	I make a note of grammatical errors I often make.				
	...				

How I learn		I already do this		I could try this	
		Yes	No	Yes	No
I always participate in group or pair work activities in class.					
I don't hesitate to answer my teacher's questions in class.					
I'm not afraid to make mistakes when I speak or write; they're part of learning.					
...					



## What I can do in English

Use this checklist to record what you can do (Column 1 = me). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2 = my teacher). Use column 3 to mark those things which you cannot yet do but which you feel are important (Column 3 = goals).

Add to the list – perhaps with the help of your teacher – other things you can do, or that are important for your English learning at this stage.

### Use the following symbols:

In columns **1** and **2**

✓ *I can do this under normal circumstances*    ! *This is one of my goals*

✓✓ *I can do this easily*

In column **3**

	me	my teacher / other	my goals
Listening	1	2	3
I can understand my teacher's instructions and what is said on the tape recorder.			
I can understand simple questions about myself, the place where I live, what I do, the people I know.			
I can understand short conversations about topics I'm familiar with.			
I can understand the lyrics of some songs.			
I can understand numbers, prices and the time.			
I can understand short recorded messages or short passages said by the teacher.			
I can understand and follow a route on a map.			
I can understand where things are located.			
I can understand when someone speaks slowly and clearly to me on topics I'm familiar with.			
I can understand when people are talking about the present, the past or the future.			
I can understand short radio extracts which are spoken slowly and clearly.			
I can understand short TV programmes with the help of images.			
I can also ...			
...			
...			

## What I can do in English

	me	my teacher / other	my goals
Reading	1	2	3
I can match simple words with pictures.			
I can recognise some simple words and phrases on a poster or in a magazine.			
I can understand simple cartoon strips and illustrated stories.			
I can understand a brief personal message (e.g. a postcard).			
I can guess the content of a text with the help of illustrations.			
I can read and understand some magazine quizzes.			
I can read and understand the key points in some magazine and newspaper articles, leaflets and diaries.			
I can understand whether a text refers to the present, past or future.			
I can understand a simple interview in a magazine.			
I can understand simple short narratives about everyday things and familiar topics.			
I can understand a simple personal letter or e-mail in which the writer tells or asks me about aspects of everyday life.			
I can understand a simple letter or e-mail of invitation (inviting, accepting or refusing an invitation).			
I can read and understand posters about different events.			
I can understand and follow simple instructions (e.g. a recipe).			
I can understand the main points in a simple brochure.			
I can understand the main points in a website.			
I can also ...			
...			

## What I can do in English

	me	my teacher / other	my goals
Speaking	1	2	3
I can greet and say goodbye to someone.			
I can say where I'm from and where I live.			
I can introduce myself and other people.			
I can answer simple questions about myself, my home, my family, my friends, my work and my hobbies and ask people similar questions.			
I can talk about my family and my friends.			
I can ask people for things and give people things.			
I can describe myself, other people and objects.			
I can say what I like and what I don't like.			
I can describe my house and the rooms in it.			
I can ask for, give and refuse permission.			
I can order food and take an order.			
I can talk about food preferences and eating habits.			
I can offer something and accept or refuse an offer.			
I can count and talk about quantities.			
I can ask for and tell the time.			
I can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'.			
I can talk about my daily schedule.			
I can ask and answer questions and talk about work and free-time activities.			
I can describe people's personalities.			
I can describe past activities and personal experiences (e.g. last weekend, my last holiday).			
I can give short, basic descriptions of events.			
I can ask for and give directions referring to a map or plan.			
I can discuss with other people and make suggestions about what to do and where to go.			
I can talk about future plans.			
I can make and respond to invitations.			
I can carry out simple transactions in shops.			
I can agree and disagree.			
I can talk about my problems and other people's problems.			
I can ask for and give advice.			
I can talk about public transport.			
I can also...			

### What I can do in English

	me	my teacher / other	my goals
Speaking strategies	1	2	3
I can ask for help when I don't understand something.			
I can ask somebody to repeat what they've said.			
I can ask somebody to speak more slowly.			
I can ask somebody how to say a word in English.			
I can also ...			
...			
Writing	1	2	3
I can fill in a questionnaire with my personal details.			
I can write a paragraph about myself giving personal information.			
I can write a simple postcard (for example with holiday greetings).			
I can write about my family (how many members, names, age) and my friends.			
I can write about my daily routine and my habits.			
I can write a description of my house and neighbourhood.			
I can write an e-mail giving news.			
I can write a simple text describing my country.			
I can describe a past holiday.			
I can write sentences and simple phrases about aspects of my everyday life (my home, my family, my school, my job, my friends, my pet, my hobbies, my preferences).			
I can write simple sentences, connecting them with words such as 'and', 'but', 'because', 'so'.			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can write a story.			
I can write a letter asking for advice and giving advice.			
I can write a description of a person.			
I can write a short biography.			
I can also...			
...			

## What you can include

In your dossier you can keep examples of your work, as well as certificates and diplomas. **You** choose what goes into your dossier. Put in things which you'd like to keep and show to others. You can put in written work, pictures, audio or video recordings, homework, or any other work you are proud of. Your dossier could be a folder or a box to fit everything in. Add items to your dossier or change them when you like.



Certificates and diplomas



Audio or video recordings



Written work, report cards and tests



Pictures, posters and projects

**My dossier**

## What my dossier includes

Use the list below to keep a record of all the items you include in the dossier.

## Module 1

### SURVEY: WHAT CAN YOU DO?

Interview ten of your classmates about what they can or can't do. Complete the chart below, then write the results of the survey. Stick pictures for decoration.

Three people in my class can speak Spanish, but only one person can...



Can you...?	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
speaking Spanish										
driving a car										
riding a motorbike										
using a computer										
playing basketball										





## Module 2

### POSTER: 10 ACTIVITIES I LIKE / 10 ACTIVITIES I HATE

Make a poster. On the left-hand side write about ten of your favourite free-time activities or chores. On the right-hand side write about ten of the ones you hate. Stick pictures for decoration.

#### Activities I like

I enjoy listening to rock music.



#### Activities I hate

I hate cooking.





## Module 3

### REARRANGE MY HOME

Draw a plan of your house and all the items of furniture in it. Draw arrows next to each item and where you'd like it to be. Then write about your furniture.



In the living room,  
my sofa is next to the  
bookcase. I'd like to move  
it opposite the window.



## Module 4

### A FEEL GOOD POSTER

Make a poster giving advice about how to live a healthy lifestyle.

#### **FEEL GOOD!!!!**

You should eat lots of fruit and vegetables. They're full of...  
You shouldn't...







## Module 5

### A FAMOUS PERSON

Do some research about a person from the past and write a short biography. Stick a picture for decoration.

William Shakespeare was born in Stratford-upon-Avon in 1564. He was a brilliant writer and...





## Module 6

### A MUSIC FESTIVAL POSTER

Make a poster for a music festival in your town. Include the bands taking part, what music they play, dates and times, etc. Stick pictures for decoration.

Get down to the...  
**Morland Music Festival**

24th - 27th July

Monday 24th: The Spinners – local rock group!

Tuesday...





## Module 7

### A UNIQUE BUILDING

Do research about  
a unique building.

Write a short  
paragraph about it  
and stick pictures  
for decoration.

The Sydney Opera  
house is in Sydney,  
Australia. Queen  
Elizabeth II opened it  
in...





## Module 8

### BROCHURE ABOUT A COUNTRY

Choose a country, find information about it and complete the fact file. Then write a paragraph for a brochure. Stick pictures for decoration. Stick pictures for decoration.

Country: \_\_\_\_\_  
Location: \_\_\_\_\_  
Capital: \_\_\_\_\_  
Population: \_\_\_\_\_  
Official language: \_\_\_\_\_  
Highest mountain: \_\_\_\_\_  
Longest river: \_\_\_\_\_  
Largest lake: \_\_\_\_\_

... is a country in...

Its population is about...







## **Traveller Elementary Portfolio**

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